

DIRECTIONS: TITLE I, PART A RANKING REPORT FOR 2008-09

NCLB Title I, Part A, Section 1113

Submission of Ranking Report

The district Title I Coordinator must complete the Title I, Part A Ranking Report for 2008-09. The Title I Ranking Report is formatted in a Microsoft Excel workbook that contains individual worksheets for each of the tables. Each worksheet contains mathematical formulas that automatically tabulate all the data entered by the district. Do **not** enter data in the GRAY areas on the worksheets. The data will automatically be tabulated and displayed in these areas. The actual district and school information must be entered into the YELLOW areas on the worksheets. Complete the name of the district on each worksheet in case the pages become separated while the State Title I staff is reviewing the Ranking Report. Click on the tab at the bottom of the spreadsheet for each worksheet. To print the entire spreadsheet, select "Entire Workbook" under the Print option.

Do **not** submit the Ranking Report until the 2008 NCLB Assessment Reports are released in early August. At that time email the completed Title I Ranking Report for 2008-09 to: title1reports@education.ky.gov listed as Title 1 Reports on the Global. Make sure that the final 2008-09 Title I, Part A allocations and NCLB 2008 assessment results are used for the Ranking Report submitted to the Kentucky Department of Education (KDE). **Title I Ranking Reports must be submitted no later than August 30, 2008.**

Call or email the KDE Title I staff in the Division of Federal Programs and Instructional Equity for assistance as you complete the Ranking Report. The phone number is (502) 564-3791; each staff person's email is listed on the Global. The KDE Title I staff members are: Director – Debbie Hicks, Branch Manager – Claude Christian; Consultants – Jennifer Baker, Jaynae Laine, Charliese Lewis, Mary Marshall, Dawn Offutt and Ava Taylor.

Purpose of Ranking Report

Title I of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act, is designed to help disadvantaged children reach high academic standards. The **Ranking Report** assists districts in meeting the requirements of Title I, Part A of NCLB. The Ranking Report also provides the state Title I office with data that is required for reports for the US Department of Education. Districts must rank schools according to the percent of low-income in order to determine:

- Eligibility for Title I, Part A services;
- Selection for Title I, Part A services; and
- Allocations for Title I, Part A, services.

NOTE: A district with a total enrollment of less than 1,000 children or with only one school per grade span must still complete the Worksheets on the Ranking Report and must allocate funds to school attendance areas. However, the district is **not** required to rank schools for eligibility purposes nor is it required to allocate funds to schools in rank order.

These directions are intended to be used in conjunction with the U.S. Department of Education guidance *Local Educational Agency Identification and Selection of Schools and Allocation of Title I Funds* available at <http://www.ed.gov/policy/elsec/guid/edpicks.jhtml?src=ln>. Refer to the *Title I Handbook* on the KDE website for detailed information on equitable services to eligible students in private schools; services to homeless students; services to students in locally operated neglected institutions; parent involvement; professional development; district and school improvement; preschool programs; schoolwide programs; and targeted assistance schools.

Completing Worksheet 1

District Set-Asides and District Summary for 2008-09

NCLB, Title I, Part A, Sections 1113, 1116, 1118, 1119
Title VI, Part A, Subpart 2, Section 6123

General Information

List the name of the district and the name of the Title I Coordinator for 2008-09.

District Allocation & Transferred Funds

List the district final Title I allocation for 2008-09. If the district is transferring funds, list the total amount transferred into Title I, Part A from other Title program allocations for 2008-09.

Districts that are not identified for improvement may transfer up to 50% of funds from the following programs: Title II, Part A; Title II, Part D; Title IV, Part A; and Title V, Part A. Funds may **not** be transferred out of Title I, Part A into other programs. Districts that are identified for Tier 1 or Tier 2 improvement may transfer up to 30% of funds from the same programs into Title I. When a district is identified for improvement, all transferred funds must be used for district improvement activities. Districts that are identified for Tier 3 corrective action may not transfer any funds. Funds **cannot** be transferred across years; for example 2007-08 funds from applicable programs **cannot** be transferred to 2008-09 Title I funds.

Funds that are transferred into Title I are subject to the rules and requirements of Title I. The total of the Title I allocation + (plus) the amount transferred from other Title programs must be used:

- To calculate the minimum per pupil amount for districts subject to the 125%;
- To determine required percentages in district set-asides; and
- To determine the allocations to public schools served by Title I and to determine the private school program allocation to serve eligible private school children.

The district must also submit a Transfer Amendment to the Division of Budgets in the Kentucky Department of Education (KDE). Transfer Amendments must be received at KDE **at least 30 days prior to the transfer**.

If funds are transferred into Title I, Part A after the original submission of the Title I Ranking Report for 2008-09, an amended Ranking Report showing the transferred amount must be submitted to title1reports@education.ky.gov. Email or call the KDE Title I consultant assigned to work with your district regarding funds transferred after the original submission of the Ranking report.

125% Rule

If the district serves a school with less than 35% low-income, the per pupil amount must be multiplied by 125% **for all schools served**. The Title I allocation (+ the amount transferred from other Title programs) must be divided by the total number of low-income students in the district (from Worksheet 2). If using enrollment, use the total of Column 3(a) only for the total number of low-income students in the district. If using attendance areas, use the total of Column 3(a) + the total of Column 3(b) for the total number of low-income students in the district. That amount must then be multiplied by 1.25 to determine the minimum per pupil amount. The minimum per pupil amount must be determined **before** subtracting the district set-asides. The minimum per pupil amount may be calculated to two decimal places. The 125% rule **does not apply** to districts with a total enrollment of less than 1,000 children or with only one school per grade span even if the district is serving a school with less than 35% low-income.

A district serving only schools at or above 35% low-income must allocate funds in rank order, on the basis of the number of low-income children in each school, but it is **not** required to multiply

the per pupil amount by 125%. The per-pupil amount may be determined **after** the district set-asides are figured if the district serves only schools at or above 35% low-income.

District Set-Asides

Before distributing funds to participating schools, the district may reserve funds at the district level. Because the reservation of funds by a district will reduce the funds available for distribution to participating attendance areas, the district must consult with teachers, pupil service personnel, principals and parents of children in participating schools (including private school officials) in deciding district set-asides.

The Title I law allows for limited set-asides. All Title I, Part A funds set-aside (reserved) at the district level must fit into one of the categories listed below. District set-asides must **not** be used to benefit one Title I school over another by circumventing the per pupil amounts allocated to Title I schools. Personnel who work with students (such as teachers, paraeducators, counselors, etc.) and instructional supplies must come from the schools' Title I allocation, **not** district set-asides.

Title I funds **must** only be used for Title I schools with the **exception** of the following:

- Funds for **homeless children in non-Title I schools** for services comparable to those in Title I schools;
- Funds for students in **locally operated neglected institutions** or in **locally operated delinquent institutions**;
- **Professional development** when the district is identified for Tier 1 or 2 improvement or Tier 3 or 3-2 corrective action for instructional staff **across the district** that is specifically designed to improve classroom teaching;
- **Deferred funds** when the district is identified for Tier 3, 3-2, or 3-3 corrective action to support work generated from the system of assistance.

Title I funds **must** supplement, not supplant, general (state and local) funds. Title I funds **cannot** take the place of general funds and **cannot** be used to meet state requirements.

Column 1: District Set-Aside Categories

The categories are listed in the order in which they occur on the Ranking Report. Each is noted with a **must** meaning the district is required to set-aside funds for that service if it is applicable to the district or a **may** meaning the district may, but is not required to, reserve funds for that service.

- **Homeless – Must** provide services for homeless children who do **not** attend participating Title I schools, including providing educationally related support services to children in shelters. The services must be comparable to those provided to children in Title I schools. Title I funds may be used to remove barriers that prevent regular attendance or provide additional support, such as tutorial, before and after school and/or summer school programs. Title I funds may be used to meet basic needs of students experiencing homelessness (clothing, supplies, health) so that they may participate more fully in school. Be sure to let principals of non-Title I schools know that the funds are available for students that become homeless during the school year.
- **McKinney-Vento Grant – Must** provide funds for homeless children as stipulated in the Request for Applications (RFA) for districts receiving a McKinney-Vento grant. See list on page 19 for amounts. Coordinate with the McKinney-Vento Coordinator regarding the use of the funds.
- **Locally Operated Neglected Institutions – Must** provide services to children in locally operated institutions for neglected children for districts that have these institutions. The services must be comparable to those provided to children in Title I schools. See information and list on pages 20-21 for the locally operated neglected institutions. Include the names of the institutions in the description.

- **Locally Operated Delinquent Institutions – May** (where appropriate) provide services to children who are in locally operated institutions for delinquent children. Title I, Part A funds may be reserved at the district level in addition to Title I, Part D, Subpart 2 funds. Title I, Part A funds must supplement general funds (state and local funds). The funds are now in a separate category from funds for children in locally operated neglected institutions which is required if the district has neglected institutions. Include the names of the delinquent institutions in the description.
- **Parent Involvement – Must** meet the parent involvement requirements. One percent (1%) of the district's Title I, Part A, allocation (+ amount transferred from other Title programs) is required for districts that have an allocation exceeding \$500,000. Ninety-five percent (95%) of the 1% must be distributed to Title I schools. **A proportional amount of the 95% must be used for parent involvement for parents of participating private school students.** The proportional amount must be based on the proportion of private school children from low-income families residing in participating public school attendance areas. Include the amount for parents of Title I participants in private schools in the description. The following is an example of determining a proportional amount for activities for the parents of Title I students in private schools: A district reserves one percent (\$60,000) of its Title I allocation of \$6,000,000 for parental involvement activities. The number of public and private school children from low-income families residing in participating Title I attendance areas is 25,000. Five percent of the 25,000 children attend private schools; thus five percent of the \$60,000 reservation, or \$3,000, is available for equitable services for parents of private school participants. The parent involvement program funded by Title I must meet the needs of the parents of private school participants. After consultation with the appropriate private school officials, the district may conduct these activities independently or in conjunction with the district's regular parent involvement activities.
- **Professional Development for Highly Qualified Staff – Must** meet the professional development requirements to ensure teachers and paraeducators (in programs supported with Title I funds) who are not highly qualified become highly qualified. Not less than 5% of the district's Title I, Part A, allocation per year (+ amount transferred from other Title programs) is required. The district is **not** required to set-aside and to spend the total 5% if a lesser amount is sufficient to ensure that the teachers and paraprofessional meet the definition of "highly qualified." The district must document that a lesser amount is needed. If all teachers meet the state definition of highly qualified, **no** funds must be set-aside and expended.
- **Professional Development Not Required – May** provide professional development for Title I funded staff and other appropriate staff who work in participating Title I schools with participating children. This professional development is different than the professional development requirements for highly qualified staff and the 10% for districts identified for improvement. If the district reserves funds for Title I professional development activities, the district must provide equitable services to teachers of private school participants from this set-aside. **The district calculates these equitable services in proportion to the number of private school children from low-income families residing in participating public school attendance areas.** Activities for the teachers of private school participants must be planned and implemented with meaningful consultation with private school officials and teachers. Include the amount for PD for teachers of private school participants in the description. The following is an example of determining a proportional amount for professional development for the teachers of Title I students in private schools: A district reserves six percent (\$360,000) of its Title I allocation of \$6 million for professional development. The number of public and private school children from low-income families residing in participating Title I attendance areas is 25,000. Five percent of the 25,000 children attend private schools; thus five percent of the \$360,000 reservation (\$18,000) is available for equitable services for the teachers of private school participants. The professional development activities funded by Title I must meet the needs of the teachers of private school participants. After consultation with the appropriate private school officials,

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the district may conduct these activities independently or in conjunction with the district's professional development activities.

- **10% for Professional Development for Tier 1, 2, 3, 3-2, 3-3 District Improvement – Must** meet the 10% requirement for a district identified for improvement or corrective action (Tier 1, 2, 3, 3-2, 3-3). When a district is identified for improvement or corrective action, it must reserve and spend at least 10% of its Title I, Part A allocation for professional development for instructional staff **across the district** that is specifically designed to improve classroom teaching. The district must continue to reserve and use these funds for professional development for each fiscal year it is identified for improvement. The district is identified for improvement until it has made AYP for 2 consecutive years.
 - In this 10% total the district may include the Title I, Part A funds that a school reserves when it is identified for improvement (Tier 1 and Tier 2). The 10% does not apply to schools in corrective action (Tier 3) and to schools in restructuring (Tier 4/5/5-2/5-3).
 - However, the district may not include in this 10% total any part of the funds designated to help teachers and paraeducators who are not highly qualified become highly qualified.
 - In this 10% total the district may count the portion of a Title I funded curriculum/instructional coach's salary that is devoted to professional development designed to improve classroom teaching.
- **Tier 3, 3-2, 3-3 District Deferred Amount – Must** meet the requirement for corrective action to be used to support work generated from system of assistance through one of the following:
 - Voluntary Partnership Assistance Team (VPAT) – A five-member team (with representatives from KDE, Kentucky Association of School Superintendents and Kentucky School Board Association) supports the district in implementing the improvement plan.
 - State Assistance Team (SAT) – KDE cross-agency staff supports the district in implementing the improvement plan.
 - Network Assistance Team (NAT) – The district participates in a network proven effective in improving student achievement and building leadership capacity for support in implementing the improvement plan.

To determine the amount to defer, use the following formula:

Amount of Title I, Part A District Funds to be Deferred The formula for determining the amount that Tier 3, 3-2, 3-3 districts must defer has changed for 2008-2009	
Tier 3 District (based on 2008 AYP)	.5% of the district Title I, Part A allocation $.005 \times \text{District Allocation} = \text{Tier 3 Deferred Amt}$
Tier 3-2 District (2 nd year of Tier 3 based on 2008 AYP)	.6% of the district Title I, Part A allocation $.006 \times \text{District Allocation} = \text{Tier 3-2 Deferred Amt}$
Tier 3-3 District (3 rd year of Tier 3 based on 2008 AYP)	.7% of the district Title I, Part A allocation $.007 \times \text{District Allocation} = \text{Tier 3-3 Deferred Amt}$

- **Financial Incentives for Tier 1 or Higher Schools – May** set-aside up to 5 percent of the district Title I, Part A allocation for financial incentives and rewards to teachers who serve students in Title I schools identified for school improvement, corrective action, and restructuring, for the purpose of attracting and retaining qualified and effective teachers.
- **Option to Transfer for Tier 1 or Higher Schools – Must** meet the school improvement requirement of providing transportation for the option to transfer for Title I schools that have not made adequate yearly progress for 2 consecutive years or more (Tier 1 or higher). Unless a lesser amount is documented as needed, the district must annually expend **an amount equal to 20%** of its allocation (+ amount transferred from other Title programs) as

follows: 5% for transportation for option to transfer, 5% for supplemental services and 10% for transportation for option to transfer, or supplemental services or both. The phrase “an amount equal to” means that the funds required to pay the costs of choice-related transportation need **not** come from the Title I allocation but may be provided from other federal, state, local and private sources. Title I improvement funds; funds transferred into Title V, Part A; Title VI Rural & Low-Income funds; and state/local funds may be used. If funds from other sources are used to meet the school improvement requirements, it is **not** necessary to include Title I funds in the district Title I set-asides. Note the amount and source of other funds in the description. See pages 22-26 for the 20% for the option to transfer and supplemental educational services based on **final** allocations.

- **Supplemental Educational Services (SES) for Tier 2 or Higher Schools – Must** meet the school improvement requirement of providing supplemental educational services for Title I schools that have not made adequate yearly progress for 3 or more years (Tier 2 or higher). Unless a lesser amount is documented as needed, the district must annually expend **an amount equal to** 20% of its allocation (+ amount transferred from other Title programs) as follows: 5% for transportation for option to transfer, 5% for supplemental services and 10% for transportation for option to transfer, or supplemental services or both. The phrase “an amount equal to” means that the funds required to pay the costs of supplemental educational services need **not** come from the Title I allocation but may be provided from other federal, state, local and private sources. Title I improvement funds; funds transferred into Title V, Part A; Title VI Rural & Low-Income funds; and state/local funds may be used. If funds from other sources are used to meet the school improvement requirements, it is **not** necessary to include funds in the district Title I set-asides. Note the amount and source of other funds in the description. See pages 22-26 for the 20% for the option to transfer and supplemental educational services based on **final** allocations. The chart also contains the maximum per pupil amount for SES based on the **final** allocations and the updated census poverty count.
- **School Extension Program(s) – May** provide school extension programs such as before school programs, after school programs, summer school and inter-session for Title I schools. The district must look at all Title I schools and determine if there are sufficient funds to serve all of the schools. If the funds are not sufficient to adequately provide services to all Title I schools, then the district may set limits or priorities (for example, serving the highest poverty schools or serving the most at-risk students). The requirements for a targeted assistance school and a schoolwide program apply to school extension programs. The district is required to provide equitable services to eligible private school children. **The district must base equitable services supported with the reserved funds on the proportion of private school children from low-income families residing in participating public school attendance areas.**
- **Preschool Program(s) – May** provide services to preschool students. A district or school is **not** required to serve preschool students. Preschool students cannot be included in calculating the allocations to schools. The district may reserve funds in the district set-asides to serve eligible preschool students in the district as a whole or for a portion of the district; or a participating school may use its Title I funds to serve eligible preschool students. The requirements for a targeted assistance school and a schoolwide program apply to services for preschool students.
- **Administrative Costs – May** cover direct administrative costs which may include: salaries and fringe benefits for district staff such as a Title I coordinator and Title I bookkeeper; administrative supplies, printing, postage, etc.; and the Title I portion of the Single Audit for districts expending over \$300,000 in all federal funds per year. Administrative costs may also include special capital expenses incurred in providing services to eligible private school children such as the purchase and lease of real and personal property; insurance and maintenance costs; transportation; and other comparable goods and services including non-instructional computer technicians. Instead of direct costs, indirect costs to defray administrative expenses incurred by the board of education in the implementation of the

Title I program may be covered. If indirect costs are charged, the coordinator's salary is the only other allowable administrative cost.

- **Substitute Salaries – May** pay substitute salaries for sick and personal leave for Title I funded staff. (Substitutes for professional development should be listed under Professional Development.)
- **Sick Pay for Retiring Title I Funded Staff – May** cover 30% sick pay toward teacher retirement for Title I funded staff (only for the number of years with Title I). District must maintain an exhibit at the district level showing the following:
 - ✓ *Jane Doe: 30 total years of district service; 3 total years of district Title I service; $3 \div 30 = 10\%$ % of Title I service;*
 - ✓ *\$142 daily rate of pay; 40 number of sick days accumulated: $\$142 \times 40 = \$5,680$;*
 - ✓ *30% of $\$5,680 = \$1,704$; portion of benefit paid by Title I: 10% of $\$1,704 = \170 ;*
 - ✓ *portion of benefit paid by district: $\$1,704 - \$170 = \$1,534$*
- **Variations in Personnel Costs – May** cover variations in personnel costs, such as seniority pay differentials or fringe benefits differentials. The district may use this provision if Title I schools are similar in terms of percent of low-income children and type of instructional program but differ in the amount needed for the salary and fringe benefit costs of the staff providing instruction. This policy must be applied consistently to staff serving both public and private school children throughout the district. Only the pay differentials (not the entire salary) may be reserved at the district level.
- **Other District Set-Asides** – The above set-aside categories are allowable because they do **not** benefit one school over another. There may be other allowable items (as long as they do not benefit one school over another) that do not fit into one of the above categories. If the district plans to reserve funds in categories not listed, contact a KDE Title I consultant to determine if the cost is allowable in the district set-asides.

Column 2: Amount from Title I, Part A

List the amount set aside from Title I, Part A for the expenses in Column 1 if applicable. List only amounts from Title I, Part A. These are general categories and do **not** match to specific MUNIS Codes.

Column 3: Description

Describe what is included in each funded set-aside. Be specific. If needed, go to Format, Cells, Alignment & check Wrap Text; also adjust row height).

- List staff as full-time equivalency (FTE). For example, on the "Administrative Costs" line, a description in Column 3 could be – salary and fringe benefits for .5 Title I coordinator and .5 secretary; single audit and administrative supplies.
- **If the district serves students in private schools, the amount of funds for parent involvement, for PD not required, and for administrative costs must be included in the description.**
- If another funding source is used for the option to transfer and/or supplemental educational services, please indicate the amount and source of the funding (such as Title I school improvement funds, local funds, Title V funds, etc.) in the description.
- If a lesser amount is needed for professional development for highly qualified staff, the option to transfer, and/or supplemental educational services, please note this in the description. The district must be able to document that it has fully met the demands for these services.
- In the description note the name(s) of the locally operated neglected institution(s) for which funds must be set-aside. Note the name(s) of the locally operated delinquent institution(s) if Title I, Part A funds are reserved in addition to Title I, Part D, Subpart 2 funds.

Completing Worksheet 2

Ranking of Public Schools for Eligibility and Selection for 2008-09

NCLB, Title I, Part A, Sections 1113

Ranking of Public Schools for Eligibility and Selection

The district must use Title I funds only in schools that have been selected for services through allowable procedures. The ranking of public schools is based on the percent of low-income children residing in that particular attendance area or enrolled in that school. **The documentation used to identify low-income children (on the selected date) must be kept on file in the district office.** For example, for number of children eligible for free and reduced price meals, the computer printout from the Food Services Director will serve as documentation. One of the following measures must be used to identify low-income children:

- The number of children ages 5-17 in poverty from the most recent census data;
- The number of children eligible for free and reduced price meals;
- The number of children in families receiving Temporary Assistance for Needy Families TANF/AFDC;
- The number of children eligible to receive medical assistance under the Medicaid program;
- A composite of any of the above measures.

General Information

List the name of the district.

Title I Funds Allocated for Public and Private School Services

List the total of the Title I allocation for 2008-09 + the amount transferred from other Title programs for 2008-09 (from Worksheet 1). List the total amount of the District Set-Asides (from Worksheet 1). You must **type in** the allocations and amount transferred and the total set-asides from Worksheet 1. The total of the district set-asides is automatically subtracted from the total of the Title I allocation for 2008-09 + the amount transferred from other Title programs. This amount must be allocated to the public schools served by Title I and for services to private school students (Worksheet 5).

Low-Income Measure and Date of Low-Income Measure

List the measure used to determine the number of low-income students and the date (month/day/year) the measure was taken. If a composite is used, indicate which measures were used. The district must use the same measure of poverty for determining the ranking of each school; identifying eligible schools; and determining the allocation for each school. You may use any date during the **2007-08** school year; however, the date the measure is taken must be the same for all schools within the district.

Attendance Area or Enrollment

Check (X) either attendance area or enrollment to indicate the low-income measure applied. The term "attendance area" means, in relation to a particular public school, the geographical area in which the children who would normally be served by that school reside. In this case, attendance area must be used for both the total number of students and for the number of low-income students.

The term "enrollment" means the actual number of students enrolled in the public school on the date the low-income measure is taken. In this case, enrollment must be used for both the total number of students and for the number of low-income students. You may use enrollment figures instead of attendance area figures as the low-income measure. Regardless of whether attendance area or enrollment figures are used, do **not** include preschool students in the total number of students or the number of low-income students.

Selecting Public Schools for Title I Services and Allocating Title I Funds

Column 1: Public Schools

List **ALL public schools** in Column 1 of the worksheet in order to determine which schools are eligible for Title I services and which schools will be selected for Title I services. List the schools in **descending** order based on the **percent** (not number) of low-income children in the attendance area or in the enrollment of the school. Do **not** list a district preschool center on the worksheet. List an alternative school **only** if the school will be served by Title I, Part A.

Column 2: Total Number of Students

In Column 2, list the total number of students residing in the attendance area (public and private) or the total enrollment of the school. Do **not** include preschool students in the count for the total number of students (Column 2) and in the number of low-income students (Column 3). You must take the total count on the same day for all schools.

Column 3: Number of Low Income Students

Determine the low-income count for Column 3 on the same day the total count in Column 2 was taken. In Column 3(a), list the number of low-income children in the public attendance area or enrolled in the public school. If attendance area is used, in Column 3(b) list the number of low-income children in the public attendance area who attend private schools. If enrollment is used, in Column 3(c) list the number of low-income children attending private schools that have students who will be served by Title I.

Column 4: Percent of Low-Income Students (for Each School and for District)

In Column 4, the percent of low-income students for each school will be calculated to two decimal places. If attendance area is used, the percent of low-income children is calculated by adding Columns 3(a) and 3(b) and then dividing by the total of students in Column (2). If enrollment is used, the percent of low-income students is calculated by dividing Column 3(a) by Column 2. The number of low-income private students is not included when calculating the percent using enrollment figures. The district average for the percent of low-income students will be calculated to two decimal places.

Column 5: Eligibility Status Code

In Column 5, place the appropriate Eligibility Status Code. The district must serve, in rank order of poverty, the schools above 75% low-income, including any middle schools or high schools. A district may serve lower-ranked schools only after all of the schools above 75% low-income are served. The district may then continue with the ranking by the district as a whole or rank remaining schools by grade span groupings. If the district has no schools above 75% low-income, it may rank by the district as a whole or by grade spans groupings. A district's organization of its schools defines its grade span groupings. For example, if a district has elementary schools serving all elementary grades, middle schools, and high schools, the grade span groupings would be grades K-5, 6-8, and 9-12. To the extent a district has schools that overlap grade spans (e.g., K-5, K-8, 6-8), the district should include a school in the grade span in which it is most appropriate.

Example of Using Grade Span Grouping: For schools at or below 75% low-income, you may rank the schools by grade span and give a middle school a smaller per pupil amount than the elementary schools even if the middle school's percent of low-income is above the elementary schools. In this case, use eligibility code 3 to show that the schools are ranked by grade span.

Use one of the following codes for each public school listed on the worksheet:

- 0 Place a "0" **before** the code of each **eligible** school that is **not** being served.
- 1 School is above 75% low-income. Schools above 75% low-income must be served in rank order regardless of grade span.
- 2 School is at or below 75% low-income ranked by district as a whole (*not by grade span*) and is at or above district average.
- 3 School is at or below 75% low-income ranked by grade span and is at or above district average.

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- 4 School is ranked by district as a whole (*not by grade span*) and is below district average but at or above 35%.
- 5 School is ranked by grade span and is below district average but at or above 35%.
- 6 School is ranked by grade span and is at or above the grade span average.
- 7 School is served by feeder pattern. (For example: Three elementary schools feed into one middle school. See directions on page 17, *Using the Feeder Pattern to Make a School Eligible for Title I Services*.)
- 8 School is served but is not in an eligible attendance area. The percent of low-income students enrolled in the school is equal to or greater than the percent of such students in a participating school attendance area.
- 9 School is not currently eligible but is being served because it was eligible and was served in the previous year (2007-08).
- 10 Ineligible for service. Do not use code #10 if the school is eligible but not served.

If the district needs to use eligibility status codes 7 and/or 8, contact a KDE Title I consultant for more details. If the feeder pattern (eligibility status code 7) is used to make a middle or high school eligible for Title I services, list in the table the projected number of low-income students and the percent of low-income for that school based on the feeder pattern. Below the table, list the actual number of low-income students and percent for that school. Maintain your worksheet for documentation showing how the feeder pattern was derived. If enrollment (eligibility status code 8) is used when all of the other schools are served by attendance area, list in the table the numbers and percent of low-income based on the enrollment of the school. Below the table, list the actual numbers and percent based on the attendance area.

Column 6: Per Pupil Amount

In Column 6, list the per pupil amount that is used to compute school allocations. The per pupil amounts may be listed to two decimal places. A district must allocate Title I funds to participating schools in rank order based on the number of children from low-income families in each school. Remember, if a district serves a school with less than 35% low-income, it must use the formula on Worksheet 1 (District Set-Asides) to calculate the minimum per pupil amount before funds are set-aside at the district level. The district must allocate at least the minimum per pupil amount for each low-income child in every school the district serves, not just for those schools below 35% poverty. If the district serves only schools at or above 35% low-income, it is **not** required to calculate a minimum per pupil amount, and the per pupil amount may be determined after funds are set-aside at the district level.

The district may use the same per pupil amount to calculate school allocations for all schools served by Title I, or the district may use a higher per pupil amount to calculate school allocations for schools with higher poverty rates. A district that decides to serve schools at or below 75% low-income using grade span groupings may determine different per pupil amounts for different grade spans as long as those amounts do not exceed the amount allocated to any school above 75%. Per pupil amounts within grade spans may also vary as long as the district allocates higher per pupil amounts to higher poverty schools than it allocates to lower poverty schools.

When a district serves only schools at 35% low-income or above, the following is an example of determining the per pupil amount (PPA) when there is a **small range** of low-income percentage among the schools served:

1. Subtract the district set-asides from the total Title I allocation + funds transferred into Title I.
2. Divide the amount to be allocated by the number of low-income students at the public schools served and the number of low-income students at the private schools.
3. This becomes the basic per pupil amount (PPA). The PPA to the lower poverty schools could be decreased while the PPA for the higher poverty schools could be increased.
4. Remember that the PPA generated by low-income private school students must be the same as the corresponding public attendance area/school the students would have attended.

When a district serves only schools at 35% low-income or above, the following is an example of determining the per pupil amount (PPA) when there is a **large range** of low-income percentage among the schools served:

1. Subtract the district set-asides from the total Title I allocation + funds transferred into Title I.
2. Divide the amount to be allocated by the total number of low-income students (public and private) in the district.
3. This becomes the basic per pupil amount (PPA). Begin by allocating a higher PPA to the higher poverty schools, and then allocate a PPA in rank-order. Keep in mind that once schools above 75% low-income are served, the district may then allocate funds in rank-order within the grade span groupings.
4. Remember that the PPA generated by low-income private school students must be the same as the corresponding public attendance area/school the students would have attended.

In determining what per pupil amount to allocate, the district should keep in mind the purpose of Title I funds – to assist children who are most at risk of not meeting the state’s challenging academic achievement standards. The per pupil amount must be large enough to provide a reasonable assurance that a school can operate a Title I program of sufficient quality to achieve the purpose of Title I.

Column 7: Total Public School Allocation

In Column 7, the allocation for each school served is calculated by multiplying the number of low-income students in Column 3 by the per pupil amount in Column 6. The number of low-income private students is not included when calculating the allocation using enrollment figures.

Completing Worksheet 3

Summary of Schoolwide Programs for 2008-09

NCLB, Title I, Part A, Section 1114

Schoolwide Programs

See requirements for schoolwide programs (SWP) in the *Title I Handbook*. Schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I. The summary for each SWP should be based on the school's SWP Report and the comprehensive school improvement plan.

General Information

List the name of the district.

Column 1: Schoolwide Programs (SWP)

In Column 1, list the **schoolwide programs** from the public schools served on Worksheet 2.

Column 2: Staffing in SWP

In Column 2, indicate the number of Title I funded teachers. Indicate the number of Title I funded paraeducators. Indicate the number of "other" staff funded through Title I. List staff as full-time equivalency (FTE). Staff may be listed to two decimal places.

The district must document that Title I funds supplement (not replace) general funds by ensuring that the state staffing formula has been followed (i.e. the school has the required number of general funded staff/funding without counting staff funded through Title I). No distinctions are made between staff paid with Title I funds and staff that are not. The Title I funded staff do not have to be the ones delivering the services. All school staff are expected to direct their efforts toward upgrading the entire educational program and improving the achievement of all students, particularly those who are low achieving.

Column 3: Description of Schoolwide Programs

In Column 3, list the instructional area(s) of need from the NCLB Report that has or may cause the school to fail to make adequate yearly progress (AYP), including the gap areas. Describe how the entire school will address the areas(s) of instructional need by grade level in order for the school to make AYP. Include school reform strategies that will be used and levels of interventions that will be implemented for students not meeting State standards. If the school has made AYP, give the description of the instructional areas the school is focusing on to increase student achievement and to maintain AYP. Include title for "other." (If needed, go to Format, Cells, Alignment & check Wrap Text; also adjust row height).

Schoolwide Programs (continued)

The following is a sample of a SWP description –

List SWP	Title I Funded Tch List #	Title I Funded Paras List #	Title I Funded Other List #	Description of Schoolwide Program
Capital Ele	2.5	.75	0	There is a gap with free/reduced lunch students in reading. Four Blocks Reading strategies will be implemented in all grades to differentiate instruction in reading and writing. Library and classroom sets of fiction and non-fiction books of interest on a variety of topics have been provided to supply reading material. A Math/Reading lab provides additional instruction in higher level thinking skills, focusing on reading and math skills in the content areas. GRADE is used to provide on-going assessment, and instruction is adjusted accordingly. Interventions are provided as needed through FastForward technology, paraeducators trained in best practices, ESS daytime tutors, and Special Education programs.

Bottom of worksheet – If a school became eligible to be a schoolwide program by using a different method (different low-income measure or a different date; by using enrollment; by using the feeder pattern described on page 18; or through a waiver), below the table, explain the method used and the percent of low-income based on that method. If the school was already a schoolwide program but has dropped below 40%, please indicate this on the line. Even if it drops below 40% low-income, the school may continue to operate a schoolwide program as long as it is served by Title I.

Completing Worksheet 4

Summary of Targeted Assistance Schools for 2008-09

NCLB, Title I, Part A, Section 1115

Targeted Assistance Schools

See requirements for targeted assistance schools (TAS) in the *Title I Handbook*. In a targeted assistance school Title I funds must be used to provide services to Title I participants that supplement the regular instructional program. The summary for each TAS should be based on the school's TAS Report and the comprehensive school improvement plan.

General Information

List the name of the district.

Column 1: Targeted Assistance Schools TAS

In Column 1, list the **targeted assistance schools** from the public schools served on Worksheet 2.

Column 2: Title I Staffing in TAS

In Column 2, indicate the number of Title I teachers, paraeducators, and other staff providing Title I services to identified students. The district must document that Title I staff provide services that supplement the regular instructional program. List staff as full-time equivalency (FTE). Staff may be listed to two decimal places.

Column 3: Description of Title I Supplemental Services

In Column 3, list the instructional area(s) of need from the NCLB Report that has or may cause the school to fail to make adequate yearly progress (AYP). Describe the Title I supplemental services provided by each Title I teacher, paraeducator, or other that address the identified needs for Title I participants by grade level. If the school has made AYP, include the supplemental instructional areas the school is providing to increase student achievement and maintain AYP. Include the title for "other" staff. (If needed, go to Format, Cells, Alignment & check Wrap Text; also adjust row height).

The following is a sample of a TAS description –

List TAS	Title I Tch List #	Title I Para List #	Title I Other List #	Description of Title I Supplemental Services
Bridge Ele	1	.5	0	Both reading and math are areas of need. 1 Title I reading teacher will provide supplemental instruction in-class for identified students in grades K-3; .5 Title I math paraprofessional will provide supplemental instruction in-class under the direct supervision of classroom teacher in grades 4-5.

Completing Worksheet 5

Title I Services for Private School Students for 2008-09

NCLB, Title I, Part A, Sections 1120

Participation of Private School Children and Summary of Services for Private School Students

The Title I law requires that eligible children who reside in participating school attendance areas and are enrolled in private schools (**within and outside the district**) be offered an equitable opportunity to participate in the benefits funded by this legislation. Home schools are treated as private schools for Title I purposes.

See requirements for services for private school students in the *Title I Handbook*. Title I funds must be used to provide pull-out services to Title I participants in private schools that supplement the regular instructional program. The program must be designed in consultation with private school officials.

The district has two options in providing equitable services to eligible students in private schools:

- The district may provide equitable services to eligible children in **each** private school with the funds generated by low-income students; or
- The district may combine the funds generated by low-income private school students in all participating areas to create a **pool** of funds from which it provides equitable services to eligible private school students. Under this option, the service provided to eligible students in a particular private school is not dependent upon the amount of funds generated by low-income students in the school.

General Information

List the name of the district. Indicate NA if the private schools have indicated to the district that they do not choose to participate in Title I services for their eligible students.

Low-Income Measure

List the measure used to determine the number of low-income private school students. Funding for **service** for eligible private school students is based on the number of low-income students from participating attendance areas. The per pupil amount for low-income private school students must be the same as the per pupil amount for the public school the child would have attended. The district, in consultation with private school officials, must obtain the best available poverty data on private school children who reside in participating attendance areas. Because private school officials may have access to some sources of poverty information not easily accessible to public school officials, it is very important that public and private school officials cooperate in this effort. The district may count private school children from low-income families every year or every two years. Documentation of low-income private school students must be on file in the district Title I office. The district has the final authority to calculate the number of children, ages 5 through 17, who are from low-income families and attend private schools by:

- Using the same measure of low income used to count public school children;
- Using the results of a survey, that to the extent possible, protects the identity of families of private school students. The district may extrapolate data from the survey based on a representative sample if complete actual data are not available;
- Using comparable data from a different source, such as scholarship applications as long as the income level for both sources is generally the same.
- Applying the low-income percent of each participating public school to the number of private school children who reside in that school attendance area; or
- Using an equated measure of low income correlated with the measure of low income used to count public school children.

Column 1: Participating Private Schools

In Column 1, list the name of each private school with students served by Title I. List the school each time for different per pupil amounts (from Column 3).

Column 2: Number of Low-Income Students

In Column 2, list the total number of low-income private students from participating attendance areas/schools. Keep documentation of low-income private students on file in the district Title I office. If enrollment is used to determine the ranking of public schools, the private school number should match the number found in Column 3(c) on Worksheet 2 (Ranking of Public Schools).

Column 3: Per Pupil Amount

In Column 3, list the per pupil amount for each private school with students served by Title I. The per pupil amount must be the same as the public school per pupil amount that the child would have attended – Column 6 of Worksheet 2 (Ranking of Public Schools). The per pupil amount may be listed to two decimal places.

Column 4: Allocation for Services

In Column 4, the allocation for services to Title I participants in private schools is calculated by multiplying figures from Column 2 by Column 3. The allocations are a means by which service is provided to eligible private school students. The public school district maintains the allocations for private school services. The allocations may be pooled to provide Title I services to eligible private school students.

Column 5: Title I Staff

List Title I staff as full-time equivalent (FTE) for Title I services to eligible private school students. You may list the staff FTE as a total for all private schools. Paraeducators who provide services to eligible private school students and are employed by the district must be under the direct supervision of a highly qualified public school teacher throughout the duration of the services/program being offered. Paraeducators hired by a third-party contractor to work in a Title I program must work under the direct supervision of a teacher. That teacher does not have to meet the teacher qualification requirement if the third party contractor also employs the teacher. All teachers and paraeducators that provide services to eligible private school children must be employed through contract with the public school district. **Under no circumstances can the district pay the private school for staff.**

Column 6: Criteria to Select Students

Describe the objective criteria the district used to select students for Title I services. In consultation with private school officials, the district must establish multiple, educationally related, objective criteria to determine which private school children are eligible for Title I services, and, within the eligible group, which children will be served. See the Title I Handbook for examples.

Column 7: Description of Title I Services

In Column 3, describe the Title I pull-out services for eligible private school students. Include the grade levels for each service at each school. For example: Reading services will be provided in a separate room in the private school during the school day for Grades K-6). This may be the same for all schools served. Simply providing the private school with instructional materials and supplies is **not** an option because it is neither a proper Title I program implemented by the district nor does it meet the equitability requirement. (If needed, go to Format, Cells, Alignment & check Wrap Text; also adjust row height).

Consultation with Private School Officials

The district Title I coordinator must consult with appropriate private school officials during the design, development, and implementation of the Title I program throughout the year. List the participating **private** schools and the name of the official. The signature must be on file in the district Title I office.

Using the Feeder Pattern to Make a School Eligible for Title I Services Or To Qualify a School for a Schoolwide Program

NCLB section 1113

The information for using the feeder pattern is based on the U.S. Department of Education policy guidance *Identifying Eligible Title I Schools and Attendance Areas* that may be found at <http://www.ed.gov/policy/elsec/guid/edpicks.jhtml?src=ln>.

Often middle and high schools are not identified as eligible for Title I services because high school and middle school students are less likely to participate in free and reduced-price meal programs than are elementary school students. Even if the school is served by Title I, Part A, often the percent of poverty is not at the 40% requirement for the school to qualify for a schoolwide program. A district may use the feeder pattern concept to: (1) make a school eligible for Title I services; **or** (2) qualify a school for a schoolwide program. This concept allows the district to **project** the number of low-income children in a middle or high school based on the average poverty rate of the elementary schools that feed into that school. The district makes the decision to use the feeder pattern.

Using the Feeder Pattern to Make a School Eligible for Title I Services

If the feeder pattern is used to make a middle or high school eligible for Title I services, the district must use the average percent of low-income and the projected number of low-income on the Title I Ranking Report (Eligibility Code 7 on Worksheet 2, Column 5). The school is also listed in the table in descending rank order according to the average percent of low-income based on the feeder pattern. The projected number is used to determine the allocation for the school. The actual percent of low-income and the actual number of low-income students are recorded on the line below the table.

In the example below, since this middle school is actually at 25% low-income ($500 \div 2,000$), it is **not** eligible for Title I services; however, the district may use the feeder pattern to make the school eligible for Title I services:

Elementary Schools Feeding Into Middle School	Total # of Students In Each School		# of Low-Income Students In Each School	% of Low-Income
Elementary School A	542		300	
Elementary School B	304		100	
Elementary School C	563		200	
Elementary School D	811		220	
Total	2,220	divided by	820	36.94%
Projected # of low-income	739 (2000 X .3694)			
Middle School (actual #s)	2,000	divided by	500	25%

To use the feeder pattern to make a school **eligible for Title I services**:

- Calculate the average percent of poverty for the four elementary schools by dividing the total number of low-income students by the total number of students ($820 \div 2,220$). The average percent of poverty for the elementary schools is 36.94%. Because the four elementary schools feed into the middle school, the poverty percent of the middle school now becomes 36.94%. **This percentage (36.94%) is used to rank the middle school and make it eligible for Title I services.**
- Calculate the projected number of low-income students in the middle school by multiplying the total number of students in the middle school by the average percent of poverty for the elementary schools ($2,000 \times 36.94\% = 739$). **This projected number of low-income students (739) is used for calculating the Title I allocation for the middle school.**

Using the Feeder Pattern to Qualify a School for a Schoolwide Program

In using the feeder pattern to qualify a school for a schoolwide program (and not using it to make the school eligible), the district is **not** required to use the average percent of poverty (which would be higher than the actual percent) to rank order the school for eligibility. The district is also **not** required to use the projected number of low-income students (which would be higher than the actual number) to determine the allocation to the school.

If the feeder pattern is used to qualify a middle or high school for a schoolwide program, the actual percent of poverty and the actual number of low-income students must be used on the Title I Ranking Report to show eligibility and participation in Title I services. The school is listed in descending rank order according to the actual percent of low-income. The Eligibility Code based on the actual number and percent is used on Worksheet 2, Column 5 (Eligibility Code 7 is **not** used). The actual number of poverty students must be used for allocating Title I funds to the school. If the feeder pattern is used to qualify a middle or high school for a schoolwide program, the projected number is recorded on the line below the table on Worksheet 3 of the Title I Ranking Report.

In the example below, the actual percent of low-income for the Middle School is 35% ($700 \div 2,000$), so the school is eligible for Title I services but is **not** eligible to be a schoolwide program. The example demonstrates using the feeder pattern to qualify the middle school for a schoolwide program:

Elementary Schools Feeding Into Middle School	Total # of Students In Each School		# of Low-Income Students In Each School	% of Low-income
Elementary School A	568		364	
Elementary School B	329		163	
Elementary School C	588		262	
Elementary School D	835		277	
Total	2,320	divided by	1,066	45.95%
Middle School (actual #s)	2,000	divided by	700	35%

To use the feeder pattern to **qualify a school for a schoolwide program**: Calculate the average percent of poverty for the elementary schools by dividing the total number of low-income students by the total number of students ($1,066 \div 2,320$). The average percent of poverty for the elementary schools is 45.95%. **This percentage (45.95%) is used to qualify the middle school for a schoolwide program.**

McKinney-Vento Grant

For districts receiving a McKinney-Vento grant, Title I, Part A funds for homeless children must be provided as stipulated in the McKinney-Vento Request for Applications (RFA). The chart below shows the districts with a McKinney-Vento grant and the amount of Title I, Part A funds stipulated in the application.

District	Amount of Title I, Part A Funds Stipulated in the Mc-Kinney-Vento RFA
Bell Co.	\$5,000
Boyd Co. / Ashland / Fairview	\$1,500 / \$1,500 / \$500
Caldwell Co.	\$200
Carter Co.	\$2,000
Christian Co.	\$3,000
Clark Co.	\$3,000
Covington Ind.	\$40,000
Fayette Co.	\$2,000
Fulton Co.	\$3,200
Glasgow Ind.	\$500
Greenup Co.	\$2,000
Henderson Co.	\$4,200
Hopkins Co.	\$5,000
Jefferson Co.	\$158,826
Kenton Co.	\$7,000
McCracken Co./Paducah Ind.	\$3,000 / \$500
Pike Co.	\$11,000
Rowan Co.	\$1,000
Whitley Co.	\$3,000

Locally Operated Neglected Institutions

See requirements for services for students in locally operated neglected institutions in the *Title I Handbook*. The chart shows the name of the district, the name of the local institutions for neglected children and the contact name (with phone number) if available. It also shows the number of children listed on the October count. The children are a part of the formula children used to calculate the Title I, Part A allocation, so the amount of funds generated becomes a part of the Title I, Part A allocation. Funds must be set aside at the district level to provide comparable services to children in the institution. Consult with the officials at the neglected institution to determine the amount needed for services. If there is more than one institution in the district, the needs of each institution's educational program should be considered in determining the amount of funds for services to each institution. The number of children that reside in each institution on an average basis may also be used in determining the amount of funds to be expended for services to a particular institution. All children in the institution may benefit from the funds set aside for services.

The following are examples of Title I services that may be provided to children in the locally operated neglected institutions:

- Tutors work with students in addition to the assistance being provided to children who are attending public schools and receiving Title I services.
- Counseling/peer mediation services help children in the transition from the institution to school.
- Computers and software assist children with homework, reinforce concepts, etc.
- Books and materials such as encyclopedias, dictionaries, high interest/low vocabulary books, etc. provide students with additional assistance. The books and materials cannot be religiously affiliated.

Locally Operated Neglected Institutions for 2008-09			
Locally Operated Neglected Institutions & Contact	Facility Caseload	District Caseload	Amount Generated
Adair Co. Green River Group Home Group Home (Stephen Dover 270-384-3898)	13	13	\$17,207
Barren Co. Kinderhaven Spectrum Care (Angela Rader Todd 270-678-1042) Spectrum Care Academy (Charlie Woodcock 270-678-4706)	23 18	41	\$47,113
Beechwood Ind. Schools Catholic Children's Home (Sister Mary Ann Cristine 859-331-2040-211)	31	31	\$29,011
Boone Co. Schools Children's Home of N. KY, Maplewood Campus (Katie Garrett 859-334-3550)	25	25	\$25,914
Boyd Co. Schools Community Presence, Inc. (Ted Griffith 606-475-9122)	5	5	\$5,677
Bullitt Co. Schools Spring Meadows (Donna Early 502-538-1200)	18	18	\$18,833
Calloway Co. Schools Community Youth Services (Cherishe Tabers 270-527-8388)	8	8	\$8,999
Campbell Co. Schools Holly Hills Children's Home (Denise Chickey 859-635-0500-212)	23	23	\$21,524
Carter Co. Schools Community Presence, Inc (Ted L. Griffith 606-475-9122)	19	19	\$23,671
Covington Ind. Schools Brighton Homeward Bound (Brad Ervin 859-581-1111-2103) Children's Home of Northern Kentucky (Jodi Schmidt 859-261-8768-3100)	23 34	57	\$84,287

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Locally Operated Neglected Institutions for 2008-09			
Locally Operated Neglected Institutions & Contact	Facility Caseload	District Caseload	Amount Generated
Danville Ind. Schools Sunrise Children Services-Woodlawn (Susan Garon 859-036-3483)	17	17	\$19,797
Fayette Co. Schools Florence Crittenden Home (Mary Venezie 859-252-8636)	9	9	\$12,204
Graves Co. Schools New Pathways for Children (Andrew Johnson 270-674-6061)	17	17	\$19,422
Hardin Co. Schools Glen Dale Childrens Home (Barbara Ellerbrook 270-369-7380)	20	20	\$25,936
Jefferson Co. Schools Bellewood Presbyterian Home for Children (Teresa Landenwich 502-245-4171) Brooklawn, Inc (Patricia Joyce 502-515-0460) St. Joseph Catholic Children's Home (Barbara Donaghue) 502-429-7217 Father Maloney's Boys' Haven (Vern Rickert 502-458-1171) Maryhurst School (Chris Corbin 502-245-1576) Home of the Innocents Residential (Larry Owens 502-596-1209)	51 114 35 33 120 53	406	\$690,335
LaRue Co. Schools The Life Connection (Bruce Arnette 270-3324-4956)	55	55	\$63,968
McCracken Co. Schools New Pathways (Tracey Wyatt 270-674-6061)	10	10	\$11,550
Murray Ind. Schools Community Youth Services (Cherishe Tabers 270-527-8388)	8	8	\$9,424
Oldham Co. Schools Home of the Innocents Host House (Elizabeth Heudecker 502-225-9944)	16	16	\$11,362
Perry Co. Schools Buckhorn Children's Center (Tracy Cecil 606-398-7000) Mountain Serenity, Inc	39 1	40	\$58,737
Pulaski Co. Schools Shoreline Group Home (Sandra Coner 606-678-8551)	6	6	\$7,467
Russell Co. Schools Jamestown Group Home (Sandra Coner 606-679-4782-226)	5	5	\$6,542
Wolfe Co. Schools Dessie Scott Children's Home (Chuck Lindeman)	9	9	\$14,465

Option to Transfer and Supplemental Education Services

See requirements for Title I School Improvement in the *Title I Handbook*. The district must annually use **up to** an amount **equal to** 20% of its Title I, part A allocation to cover choice-related transportation costs and for supplemental educational services. Within the 20 percent, the district must spend (if needed):

1. An amount equal to 5 percent for choice-related transportation;
2. An amount equal to 5 percent for supplemental educational services (SES);
3. An amount equal to 10 percent for choice-related transportation or supplemental educational services or both, as the district determines.

The phrase “an amount equal to” means that the funds required to pay the costs of choice-related transportation and supplemental services need not come from the Title I allocation but may be provided from other federal, state, local and private sources. Title I improvement funds; regular Title I, Part A funds; Title V, Part A funds; Rural and Low-Income Schools or Small Rural School Achievement funds; and state/local funds may be used.

If the district has schools identified for Tier 2 or higher consequences but no funds are spent on choice-related transportation, then up to 20% must be spent for SES. Actual expenditures will depend on factors such as the number of students exercising the choice option or receiving supplemental educational services and the costs of satisfying these requests.

The chart contains the following:

- Column A – All districts are listed. **The amounts shown in Column C and Column E apply only to districts with schools identified for improvement (Tier 1 and Tier 2), corrective action (Tier 3), or restructuring (Tier 4 and Tier 5, 5-2, 5-3.).**
- Column B – The final Title I, Part A allocation for each district is used for calculating the 20% for school choice and SES and for calculating the maximum per-child expenditure for SES.
- Column C – The maximum required for school choice (transportation for the option to transfer) and supplemental educational services (SES) is 20% of the district's Title I allocation.
- Column D – The number of poverty children from the U.S. Census is used to determine the maximum per-child expenditure for SES.
- Column E – The maximum per-child expenditure for SES is calculated by dividing the district Title I allocation by the number of census poverty children. The district must pay the lesser of the actual cost of SES or the amount listed in Column E.

Financial Requirements for School Choice & Supplemental Educational Services (SES) for 2008-09 Based on Final Allocations				
Column A	Column B	Column C	Column D	Column E
District	Final FY2008-09 Title I, Part A Allocation	Maximum Required Expenditures for Choice-Related Transportation & SES	Number of Poverty Children from US Census	Maximum Per-Child Expenditure for SES
Adair Co.	\$1,195,056	\$239,011	887	\$1,347
Allen Co.	\$870,264	\$174,053	742	\$1,173
Anchorage Ind.	\$12,382	\$2,476	21	\$590
Anderson Co.	\$386,470	\$77,294	395	\$978
Ashland Ind.	\$1,115,370	\$223,074	847	\$1,317
Augusta Ind.	\$66,111	\$13,222	54	\$1,224
Ballard Co.	\$295,771	\$59,154	257	\$1,151
Barbourville Ind.	\$286,917	\$57,383	177	\$1,621
Bardstown Ind.	\$646,998	\$129,400	543	\$1,192
Barren Co.	\$1,055,824	\$211,165	874	\$1,208

Financial Requirements for School Choice & Supplemental Educational Services (SES) for 2008-09 Based on Final Allocations				
Column A	Column B	Column C	Column D	Column E
District	Final FY2008-09 Title I, Part A Allocation	Maximum Required Expenditures for Choice-Related Transportation & SES	Number of Poverty Children from US Census	Maximum Per-Child Expenditure for SES
Bath Co.	\$770,172	\$154,034	599	\$1,286
Beechwood Ind.	\$85,129	\$17,026	59	\$1,443
Bell Co.	\$1,801,718	\$360,344	1,205	\$1,495
Bellevue Ind.	\$285,592	\$57,118	234	\$1,220
Berea Ind.	\$264,143	\$52,829	219	\$1,206
Boone Co.	\$1,715,329	\$343,066	1,627	\$1,054
Bourbon Co.	\$590,506	\$118,101	513	\$1,151
Bowling Green Ind.	\$1,143,676	\$228,735	883	\$1,295
Boyd Co.	\$732,300	\$146,460	628	\$1,166
Boyle Co.	\$411,207	\$82,241	372	\$1,105
Bracken Co.	\$152,850	\$30,570	158	\$967
Breathitt Co.	\$1,506,909	\$301,382	1,031	\$1,462
Breckinridge Co.	\$851,629	\$170,326	719	\$1,184
Bullitt Co.	\$1,531,594	\$306,319	1,423	\$1,076
Burgin Ind.	\$43,978	\$8,796	47	\$936
Butler Co.	\$634,718	\$126,944	532	\$1,193
Caldwell Co.	\$510,658	\$102,132	440	\$1,161
Calloway Co.	\$709,751	\$141,950	620	\$1,145
Campbell Co.	\$557,600	\$111,520	547	\$1,019
Campbellsville Ind.	\$657,831	\$131,566	430	\$1,530
Carlisle Co.	\$187,873	\$37,575	165	\$1,139
Carroll Co.	\$420,864	\$84,173	360	\$1,169
Carter Co.	\$1,598,296	\$319,659	1,260	\$1,268
Casey Co.	\$1,271,387	\$254,277	943	\$1,348
Caverna Ind.	\$387,103	\$77,421	294	\$1,317
Christian Co.	\$3,416,492	\$683,298	2,734	\$1,250
Clark Co.	\$1,203,160	\$240,632	1,039	\$1,158
Clay Co.	\$2,666,835	\$533,367	1,788	\$1,492
Clinton Co.	\$717,180	\$143,436	517	\$1,387
Cloverport Ind.	\$90,463	\$18,093	68	\$1,330
Corbin Ind.	\$656,462	\$131,292	523	\$1,255
Covington Ind.	\$2,620,217	\$524,043	1,678	\$1,562
Crittenden Co.	\$473,828	\$94,766	382	\$1,240
Cumberland Co.	\$480,237	\$96,047	366	\$1,312
Danville Ind.	\$544,939	\$108,988	443	\$1,230
Daviess Co.	\$1,547,872	\$309,574	1,478	\$1,047
Dawson Springs Ind.	\$212,433	\$42,487	156	\$1,362
Dayton Ind.	\$409,183	\$81,837	309	\$1,324
East Bernstadt Ind.	\$79,348	\$15,870	55	\$1,443
Edmonson Co.	\$599,199	\$119,840	489	\$1,225
Elizabethtown Ind.	\$373,903	\$74,781	328	\$1,140
Elliott Co.	\$576,397	\$115,279	420	\$1,372

Ranking Report Directions for 2008-09

Financial Requirements for School Choice & Supplemental Educational Services (SES) for 2008-09 Based on Final Allocations				
Column A	Column B	Column C	Column D	Column E
District	Final FY2008-09 Title I, Part A Allocation	Maximum Required Expenditures for Choice-Related Transportation & SES	Number of Poverty Children from US Census	Maximum Per-Child Expenditure for SES
Eminence Ind.	\$111,707	\$22,341	97	\$1,152
Erlanger-Elsmere Ind.	\$514,058	\$102,812	459	\$1,120
Estill Co.	\$1,189,865	\$237,973	877	\$1,357
Fairview Ind.	\$157,741	\$31,548	124	\$1,272
Fayette Co.	\$8,887,833	\$1,777,567	6,394	\$1,390
Fleming Co.	\$799,204	\$159,841	652	\$1,226
Floyd Co.	\$3,297,399	\$659,480	2,391	\$1,379
Fort Thomas Ind.	\$192,754	\$38,551	197	\$978
Frankfort Ind.	\$251,522	\$50,304	181	\$1,390
Franklin Co.	\$925,987	\$185,197	930	\$996
Fulton Co.	\$333,092	\$66,618	248	\$1,343
Fulton Ind.	\$293,118	\$58,624	187	\$1,567
Gallatin Co.	\$437,694	\$87,539	372	\$1,177
Garrard Co.	\$643,713	\$128,743	555	\$1,160
Glasgow Ind.	\$767,093	\$153,419	580	\$1,323
Grant Co.	\$796,415	\$159,283	718	\$1,109
Graves Co.	\$1,129,723	\$225,945	966	\$1,169
Grayson Co.	\$1,633,185	\$326,637	1,262	\$1,294
Green Co.	\$560,880	\$112,176	459	\$1,222
Greenup Co.	\$1,256,591	\$251,318	970	\$1,295
Hancock Co.	\$225,213	\$45,043	233	\$967
Hardin Co.	\$2,881,323	\$576,265	2,174	\$1,325
Harlan Co.	\$2,836,972	\$567,394	1,978	\$1,434
Harlan Ind.	\$263,338	\$52,668	186	\$1,416
Harrison Co.	\$673,375	\$134,675	596	\$1,130
Hart Co.	\$1,148,599	\$229,720	871	\$1,319
Hazard Ind.	\$514,287	\$102,857	339	\$1,517
Henderson Co.	\$1,555,460	\$311,092	1,311	\$1,186
Henry Co.	\$411,901	\$82,380	350	\$1,177
Hickman Co.	\$225,396	\$45,079	186	\$1,212
Hopkins Co.	\$2,151,434	\$430,287	1,789	\$1,203
Jackson Co.	\$1,220,937	\$244,187	877	\$1,392
Jackson Ind.	\$84,504	\$16,901	61	\$1,385
Jefferson Co.	\$32,615,814	\$6,523,163	18,430	\$1,770
Jenkins Ind.	\$317,030	\$63,406	216	\$1,468
Jessamine Co.	\$1,475,524	\$295,105	1,253	\$1,178
Johnson Co.	\$1,317,587	\$263,517	1,016	\$1,297
Kenton Co.	\$1,407,006	\$281,401	1,349	\$1,043
Knott Co.	\$1,506,851	\$301,370	1,006	\$1,498
Knox Co.	\$3,446,261	\$689,252	2,287	\$1,507
Larue Co.	\$600,073	\$120,015	460	\$1,305
Laurel Co.	\$3,035,122	\$607,024	2,457	\$1,235

Ranking Report Directions for 2008-09

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Lawrence Co.	\$1,547,042	\$309,408	1,086	\$1,425
Lee Co.	\$761,394	\$152,279	507	\$1,502
Leslie Co.	\$1,132,475	\$226,495	770	\$1,471
Letcher Co.	\$1,430,104	\$286,021	1,076	\$1,329
Lewis Co.	\$1,216,019	\$243,204	883	\$1,377
Lincoln Co.	\$1,279,291	\$255,858	1,064	\$1,202
Livingston Co.	\$330,027	\$66,005	284	\$1,162
Logan Co.	\$726,056	\$145,211	650	\$1,117
Ludlow Ind.	\$250,771	\$50,154	186	\$1,348
Lyon Co.	\$165,132	\$33,026	143	\$1,155
Madison Co.	\$2,485,408	\$497,082	2,032	\$1,223
Magoffin Co.	\$1,579,059	\$315,812	1,026	\$1,539
Marion Conty	\$911,659	\$182,332	759	\$1,201
Marshall Co.	\$736,225	\$147,245	684	\$1,076
Martin Co.	\$1,814,412	\$362,882	1,153	\$1,574
Mason Co.	\$743,438	\$148,688	635	\$1,171
Mayfield Ind.	\$757,072	\$151,414	553	\$1,369
McCracken Co.	\$1,302,763	\$260,553	1,104	\$1,180
McCreary Co.	\$2,513,944	\$502,789	1,599	\$1,572
McLean Co.	\$359,813	\$71,963	316	\$1,139
Meade Co.	\$598,687	\$119,737	601	\$996
Menifee Co.	\$567,778	\$113,556	410	\$1,385
Mercer Co.	\$711,338	\$142,268	624	\$1,140
Metcalf Co.	\$664,661	\$132,932	519	\$1,281
Middlesboro Ind.	\$932,294	\$186,459	651	\$1,432
Monroe Co.	\$678,491	\$135,698	540	\$1,256
Montgomery Co.	\$1,052,446	\$210,489	905	\$1,163
Monticello Ind.	\$442,328	\$88,466	301	\$1,470
Morgan Co.	\$1,037,231	\$207,446	764	\$1,358
Muhlenberg Co.	\$1,579,717	\$315,943	1,280	\$1,234
Murray Ind.	\$289,757	\$57,951	237	\$1,223
Nelson Co.	\$580,151	\$116,030	619	\$937
Newport Ind.	\$1,544,529	\$308,906	1,066	\$1,449
Nicholas Co.	\$339,648	\$67,930	282	\$1,204
Ohio Co.	\$1,202,550	\$240,510	986	\$1,220
Oldham Co.	\$340,863	\$68,173	462	\$738
Owen Co.	\$476,653	\$95,331	415	\$1,149
Owensboro Ind.	\$1,601,089	\$320,218	1,260	\$1,271
Owsley Co.	\$792,503	\$158,501	459	\$1,727
Paducah Ind.	\$1,729,178	\$345,836	1,222	\$1,415
Paintsville Ind.	\$305,748	\$61,150	215	\$1,422
Paris Ind	\$368,846	\$73,769	286	\$1,290

Financial Requirements for School Choice & Supplemental Educational Services (SES) for 2008-09 Based on Final Allocations				
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District	Final FY2008-09 Title I, Part A Allocation	Maximum Required Expenditures for Choice-Related Transportation & SES	Number of Poverty Children from US Census	Maximum Per-Child Expenditure for SES
Pendleton Co.	\$592,407	\$118,481	526	\$1,126
Perry Co.	\$2,515,005	\$503,001	1,650	\$1,524
Pike Co.	\$3,294,646	\$658,929	2,640	\$1,248
Pikeville Ind.	\$366,893	\$73,379	281	\$1,306
Pineville Ind.	\$288,029	\$57,606	169	\$1,704
Powell Co.	\$989,696	\$197,939	749	\$1,321
Pulaski Co.	\$2,668,969	\$533,794	2,131	\$1,252
Raceland Ind.	\$173,675	\$34,735	148	\$1,173
Robertson Co.	\$123,655	\$24,731	101	\$1,224
Rockcastle Co.	\$1,152,428	\$230,486	869	\$1,326
Rowan Co.	\$903,648	\$180,730	750	\$1,205
Russell Co.	\$1,118,513	\$223,703	850	\$1,316
Russell Ind.	\$452,729	\$90,546	393	\$1,152
Russellville Ind.	\$488,781	\$97,756	364	\$1,343
Science Hill Ind.	\$63,897	\$12,779	52	\$1,229
Scott Co.	\$852,831	\$170,566	845	\$1,009
Shelby Co.	\$817,213	\$163,443	804	\$1,016
Silver Grove Ind.	\$52,366	\$10,473	45	\$1,164
Simpson Co.	\$648,277	\$129,655	573	\$1,131
Somerset Ind.	\$533,328	\$106,666	417	\$1,279
Southgate Ind.	\$52,390	\$10,478	53	\$988
Spencer Co.	\$273,432	\$54,686	288	\$949
Taylor Co.	\$543,971	\$108,794	477	\$1,140
Todd Co.	\$610,348	\$122,070	514	\$1,187
Trigg Co.	\$377,523	\$75,505	344	\$1,097
Trimble Co.	\$325,443	\$65,089	290	\$1,122
Union Co.	\$564,553	\$112,911	503	\$1,122
Walton Verona Ind.	\$106,664	\$21,333	114	\$936
Warren Co.	\$2,386,521	\$477,304	1,949	\$1,224
Washington Co.	\$431,101	\$86,220	380	\$1,134
Wayne Co.	\$1,106,273	\$221,255	862	\$1,283
Webster Co.	\$551,557	\$110,311	463	\$1,191
West Point Ind.	\$67,910	\$13,582	40	\$1,698
Whitley Co.	\$2,580,289	\$516,058	1,772	\$1,456
Williamsburg Ind.	\$543,250	\$108,650	350	\$1,552
Williamstown Ind.	\$105,988	\$21,198	91	\$1,165
Wolfe Co.	\$1,005,995	\$201,199	614	\$1,638
Woodford Co.	\$448,717	\$89,743	444	\$1,011